

# INSPECTION REPORT

**LONGWORTH UNDENOMINATIONAL  
PRIMARY SCHOOL**

Longworth, Abingdon

LEA area: Oxfordshire

Unique reference number: 123154

Headteacher: Mr R Briley

Lead inspector: Mrs J Cousins

Dates of inspection: 1 – 3 March 2004

Inspection number: 256777

Inspection carried out under section 10 of the School Inspections Act 1996

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Primary
School category:	Voluntary controlled School
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
Number on roll:	56
School address:	Longworth Abingdon Oxfordshire
Postcode:	OX13 5EU
Telephone number:	01865 820364
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr. Robin Szymura
Date of previous inspection:	7 June 1999

## **CHARACTERISTICS OF THE SCHOOL**

Longworth Primary School is a small village school which serves an area of rural Oxfordshire near Abingdon. It is a valued part of the community. Some pupils live in rented homes, but many live in privately owned homes. A below average number of pupils qualify for free school meals. Pupils come from a variety of social backgrounds. Pupils' attainment on entry is well below average. Overall there are above average proportions identified as having special educational needs, but some year groups have well above average proportions of pupils with special educational needs. No pupils have statements of special educational needs. Pupils' special needs range from speech and communication to specific learning difficulties (dyslexia). There is a below average turnover of pupils in the whole school. However, some year groups have significant numbers of pupils who have joined late. Nearly all these pupils who become part of the school late in the year have special educational needs. Last year's Year 6 had an above average number of pupils who joined the school late and well above average proportions of pupils with special educational needs. Most pupils originate from Britain. Only a few pupils are from minority ethnic groups or are in public care. No pupils speak English as an additional language, are refugees or come from travelling communities.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22942	J S Cousins	Lead inspector	English Art and design Design and technology Geography History Information and communication technology Music The foundation stage English as an additional language
32697	D Smith	Lay inspector	
20534	N Perry	Team inspector	Mathematics Science Physical education Religious education Special educational needs

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**Longworth Udenominational Primary School provides well for all its pupils.** Teaching and learning are good. As a result, pupils achieve effectively and make good progress in relation to their abilities. The school is led well with energy and vision by the headteacher, key staff and governors. The management of the school is satisfactory overall. Teachers and teaching assistants are dedicated, and work hard for the benefit of the pupils. Class sizes are small at 20 pupils or less. Although the school expenditure per pupil, in common with many small schools, is well above average, the school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- Pupils make good progress in science, geography, history, information and communication technology, physical education and religious education achieving average standards by Year 6.
- Standards in writing, reading, mathematics and art and design are below average throughout the school.
- Standards are below average by Year 2 in speaking and listening, science and religious education.
- The ways in which pupils' views are listened to and acted on is very effective and means that standards of personal, social and health education are above average.
- The good leadership of the headteacher, governors and the effective teamwork amongst all who work in the school ensure that the school is always looking at ways to improve standards.
- The curriculum is good and is very well enriched by visitors, educational trips and outside school activities as a result of effective planning and good teaching throughout the school.
- Links with the community are very good and the commitment of the school to include all pupils is very effective in making them feel a part of the school community.
- Pupils do not have a clear understanding of how they could improve their work.

The school has made good improvements since the last inspection. It has improved standards by Year 6 in religious education and physical education and standards now meets expectations. Throughout the school the quality of teaching and learning are now good. Teachers challenge more able pupils more effectively and they attain above average standards. Teachers' assessments now inform planning much more effectively.

Pupils' personal development and behaviour have improved significantly and are good. The key issues from the last inspection have been addressed well. All aspects of religious education are now taught effectively in Years 4 to 6 and collective worship meets legal guidelines. The curriculum is now well balanced and all subjects are given reasonable amounts of time.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	All schools			Similar school
	2001	2002	2003	2003
English	C	D	E	C
Mathematics	E	D	E	C
Science	D	E	E	C

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average. Similar schools are those whose pupils attained similarly at the end of Year 2.*

Caution is needed in interpreting data when there are such small numbers of pupils in each year group. In 2003 English, mathematics and science standards in tests were well below average, but compared to schools with similar standards at the end of Year 2 they are average. Standards in Year 6 were well below average largely because of a high number of pupils with special educational needs. However, standards in Year 6 have risen above the national trend over the last five years.

**School data shows that most pupils make good progress and achieve well, whether they are boys or girls, in relation to their abilities.** Inspection findings are that standards in the current Year 6 are below expectations. This reflects the lower than usual standards in reading, writing and mathematics, although attainment in speaking and listening are average. Standards in science by Year 6 are average because of good teaching. In Year 2 standards are below average in the key areas of writing, reading, speaking and listening, mathematics and science. Although some children enter the school with greater levels of knowledge than is expected of five year olds, overall attainment on entry is well below average. This is because many pupils also join the school with special educational needs or find learning difficult. Reception aged children attain standards that are below expectations for their age in the key areas of speaking and listening and writing skills. However, children's personal, social and emotional development is good.

**Pupils' personal development is good. Provision for the pupils' spiritual, moral, social and cultural development is good overall.** Pupils really enjoy coming to school, and are proud of achievements. They have good attitudes to work and behave well. Punctuality in the morning is good and their attendance is above the national average.

### **QUALITY OF EDUCATION**

**The quality of education is good. Teaching is effective overall,** and was good or better in nine out of ten lessons. There was no unsatisfactory teaching. Teachers are adept at using effective methods which make lessons interesting, so that the quality of learning is good. All teachers encourage pupils to do their best. Teachers insist on high standards of behaviour and spend time motivating and encouraging pupils. As a result pupils behave well in lessons and develop good relationships with other children and adults. Teaching assistants provide valuable support, particularly for pupils with special educational needs during the practical part of lessons. However, teachers and teaching assistants do not always explain to pupils how they have been successful or tell them what they could do to improve.

The curriculum covers all subjects effectively, therefore it is broad and relevant. The curriculum is enriched by good provision for pupils' personal development and a very good range of extra-curricular activities, especially with regard to sports and through visitors and educational visits. Care, support and guidance of pupils are good and there are very good arrangements to settle pupils in. Good partnerships with parents and very effective links with the community and other schools make an invaluable contribution to the quality of the school's provision. The school works hard to seek and act on parents' views.

### **LEADERSHIP AND MANAGEMENT**

**The leadership and management of the school are satisfactory overall.** The headteacher leads well with dedication and clear vision. All those who work in the school seek to create a happy school. The headteacher receives invaluable support from all members of staff. Teachers with management responsibilities take these seriously and fulfil these satisfactorily. Governors are supportive, take a keen interest in the work of the school and fulfil their legal responsibilities well.

### **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Parents and pupils have good opinions of the school. Pupils are very proud of their school and fiercely loyal. Parents are supportive of the school and are pleased with what it does for their children. Some parents have concerns about the quality of information they receive about the progress their children are making. They also have concerns about homework. The inspection evidence does not support parents' concern about homework, but inspectors judged that reports to parents could contain more specific targets for pupils that are linked to National Curriculum levels of attainment.

### **IMPROVEMENTS NEEDED**

The most important things the school should do to improve are:

- Improve standards in writing, reading, mathematics and art and design throughout the school.
- Develop standards in Year 2 for speaking and listening, science and religious education.
- Enhance pupils' understanding of how they can improve their work specifically.

## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in areas of learning and subjects**

Throughout the school boys and girls achieve well. In Foundation Stage, Years 2 and 6, pupils attain below average standards. Although most pupils in Years 2 and 6 attain expected standards in many subjects, their skills are below average in the key skills of English and mathematics.

#### **Main strengths and weaknesses**

- Standards of personal, social and emotional development are above average in the reception class and in Year 6.
- Throughout the school standards of writing are not high enough.
- In the reception class children attain below average standards for their age in writing skills and slightly below average in speaking and listening skills.
- Standards are below average in Year 2 for speaking and listening, reading, mathematics, science, religious education and art and design.
- Standards are below average in Year 6 for reading, mathematics and art and design.
- Pupils with special educational needs achieve well and make good progress towards their personal targets.
- By Year 6 standards in religious education, design and technology, geography, history, information and communication technology (ICT) and physical education meet expectations.

#### **Commentary**

1. When children join the school their attainment is well below what is expected overall. This is because they have poorly developed speaking and listening and writing skills, as well as some weaknesses in their body control. Most children achieve well and reach the levels expected for their age in mathematical development, knowledge and understanding of the world and physical and creative development. Standards of personal, social and emotional development are above expectations due to the teacher's very good management skills. However, standards are below average overall in the reception class because children's attainment in writing and speaking and listening is below expectations for five year olds.
2. The school has a small intake of pupils each year. Because of this, caution must be taken when comparing the Year 2 pupils' results in national tests with national averages. Nevertheless, over the past three years, the results for this age group have improved similarly to the national trend. In the 2003 national tests at the end of Year 2 the school's performance was below average in reading and well below average in writing. This was as a result of significant numbers of pupils who find learning difficult. The school has challenged its more able pupils in Year 2 effectively as well above average numbers of pupils attained higher levels in mathematics and above average numbers in science. Nearly half of the pupils achieved the higher levels in mathematics.
3. Inspection findings indicate that standards overall are below average in the current Year 2. However, most pupils achieve well in Years 1 and 2. Standards in Year 2 are below average in reading, writing, speaking and listening, art and design, mathematics, science and religious education. This is mostly because this year group has above average proportions of pupils with special educational needs. Standards meet national expectations in design and technology, geography, history, ICT and physical education because of the school's effective use of teaching methods. There was insufficient evidence to judge standards in music.

4. Performance in the National Curriculum tests for pupils in Year 6 has varied over the last few years because year groups are very small. As each pupil represents a large percentage in this school, a few pupils with special educational needs can have a significant effect on overall standards. Standards in 2003 in English, mathematics and science tests were well below average. Few pupils gained the higher levels because there were few more able pupils in the year group. Standards are not as high as might be expected because there are more than the average number of pupils with special educational needs and a significant proportion of pupils arrive at the school part way through their education between the Years 3 to 6. In 2001 standards in English were average because there were fewer pupils with special educational needs in the year group.
5. Inspection findings indicate that standards in the current Year 6 are below average. Again this is because this year group has a well above average proportion of pupils with special educational needs. However, most pupils achieve well between Years 3 and 6. More able pupils are well challenged in all areas of learning. Standards in science are average and standards meet expectations in speaking and listening, religious education, ICT, design and technology, geography, history and physical education. This is because of the practical way in which these subjects are taught. So this means that the pupils' reading and writing skills do not hold them back significantly. Standards in mathematics are below average because too few pupils can solve complex problems. Standards in science in Year 6 are higher this year because of greater use of assessment and pupils' literacy skills to deepen pupils' level of understanding. However, standards in English are below average because pupils' reading and writing skills are too low. Pupils achieve satisfactorily in developing their writing skills. Standards in religious education in Year 6 have improved significantly since the last inspection when they were below average, because of the developments in resources and teachers' expertise. It was not possible to judge standards in music because there was too little evidence to determine them overall. Pupils from minority ethnic groups are well included in all activities and attain standards similar to others. The school's targets are challenging and pupils in Year 6 are making good progress towards them.
6. In most classes there is an above average proportion of pupils with special educational needs and some older classes have well above average proportions. Pupils with special educational needs make good progress towards their targets but few attain average standards in English, mathematics and science. Pupils are included in all aspects of lessons and more able pupils are challenged well by teachers' high expectations of them. Gifted and talented pupils are well provided for. For instance, through extra-curricular activities and music tuition. The school is knowledgeable about pupils' talents and is developing a register of the gifted and talented.

### **Pupils' attitudes, values and other personal qualities**

Overall, pupils' behaviour, attitudes, values and personal development are good and compare well with the previous inspection. The provision for pupils' spiritual, moral, social and cultural development is good overall. Punctuality is good and attendance is above average.

### **Main strengths and weaknesses**

- Pupils are interested in school life and the range of activities provided is good.
- Pupils like coming to school and behave well throughout the day.
- Relationships between pupils and with adults are good.
- The moral, social and cultural development of the pupils is good.
- The school monitors attendance closely and time-keeping during the school day is good.

## Commentary

7. During discussions with pupils all agreed that they enjoy coming to school and an analysis of their parents' questionnaire confirms this positive view. Pupils say that they find their lessons interesting and they enjoy most of their subjects. They also enjoy taking part in the many extra-curricular clubs and activities. All pupils, including those from minority ethnic groups, are integrated effectively into school and have good attitudes to learning. During lessons and at play the majority of pupils behave well. The school expects high standards of behaviour and the majority of pupils conform to these expectations.
8. Relationships between teachers and pupils are warm and characterised by mutual trust, respect and consideration; pupils say that their teachers are kind and approachable. Inspectors agree with these positive comments. Pupils mix well with others and care for those younger than themselves. For example, older pupils noticed that some younger pupils were playing in a dangerous manner. The older pupils called the younger ones over to explain why and showed them how to play in a safer way.
9. The good moral, social and cultural development of the pupils is a significant strength of the school and enables pupils to make good progress in their personal development. They are well aware of right and wrong and really do respect each other and the beliefs of others. Socially, the pupils are encouraged to take a full part in their own village community through taking part in activities such as the Christmas and summer concerts where they regularly entertain villagers, including the older generation. History offers many good opportunities for pupils to learn about our culture. For example, pupils in Years 2 to 6 are very well aware of what life was like for every day people who lived through World War II in Longworth because of the effective use of visitors. The school ensures that multi-cultural awareness is satisfactory, as pupils learn about Judaism and Islam in our society. Pupils learn to sing many songs from other cultures. Pupils are given satisfactory opportunities to develop self-awareness during reflection and prayer. Collective worship allows pupils to learn effectively about humility.
10. The school is rigorous in following up unexplained absences with parents and carers. It follows well publicised procedures and parents are fully aware of the need to notify the school promptly of any absence. Most of the pupils arrive at school promptly in the morning. On arriving in the classroom they settle quickly and this ensures that they make the most of their time in class. There have been no exclusions in the last school year.

### ***Attendance in the latest complete reporting year (2002/03)***

Authorised absence		Unauthorised absence	
School data	4.7	School data	0.0
National data	5.4	National data	0.4

*The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

## **QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The quality of education provided by the school is good mainly because pupils receive effective teaching throughout the school. The curriculum is good, as is pupils' welfare and the partnership with parents. Links with the community are very effective.

### **Teaching and learning**

The quality of teaching and learning is good. Assessment procedures are satisfactory.

### **Main strengths and weaknesses**

- Teaching assistants make a very good contribution in the learning of pupils who are in the reception class or Year 1.
- The teachers insist on high standards of behaviour.
- Teachers use good teaching methods and use resources effectively.
- The teaching of pupils with special educational needs is good.
- Teaching assistants are not always used well at the beginning of lessons.
- Teachers do not inform pupils sufficiently about how they could improve their work.

### Summary of teaching observed during the inspection in 30 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	2 (7%)	25 (83%)	3 (10%)	0	0	0

*The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.*

### Commentary

11. The teaching of children in their first year of schooling is good overall. Significant strengths include the use of very effective teaching methods incorporating games and practical activities. The teacher's very effective management skills and enthusiasm for learning mean that children behave well, are keen to learn and co-operate effectively. The teaching assistant is used particularly effectively to record her assessments of children's attainment and teach pupils while the teacher is concentrating on pupils in Year 1.
12. Overall, teaching and learning are good in Years 1 to 6. A little less than one in ten lessons were judged to be very good. Nine out of ten lessons were good or better. No unsatisfactory teaching took place during the inspection. The teaching of speaking and listening skills, reading, mathematics, science, ICT, geography, history and physical education is good. The teaching of religious education is good in Years 4 to 6 and satisfactory in Years 2 and 3. It was not possible to judge the quality of teaching in art and design, design and technology and music, as too few lessons were observed. Provision for more able pupils is good and they are well extended through teachers' good expectations to use their literacy skills in a wide variety of ways. All pupils, including those from minority ethnic groups, are fully included in lessons due to teachers' effective use of resources. A significant improvement since the last inspection is the greater use of assessment to inform teachers' planning.
13. Teachers set high standards of behaviour and pupils behave well in lessons as a result. Teachers encourage pupils to 'have a go' and so they grow in confidence. Other significant strengths of teaching include teachers' use of resources, objects, books, visits and visitors and ICT. These are incorporated well into the teaching of topics and this helps to make learning memorable. Interesting projects are planned that incorporate several subjects. For example, pupils in Years 4 to 6 are designing and making wartime posters in connection with a project on World War II. Open-ended questioning is often used to deepen pupils' understanding. Teachers' planning is satisfactory overall. It is effective in setting specific objectives for different year groups in mathematics, spelling and reading, but this was not the case in other subjects. Teachers do not explain to pupils what is expected of them before they start their writing. So pupils are not reminded that adventurous vocabulary needs to be included. Teachers do not have displays in their classrooms that demonstrate the kinds of adjectives, adverbs and connecting words pupils need to use to make their writing of a higher quality.

14. Teaching of pupils with special educational needs is good. Teachers' planning ensures that activities are matched well to individual pupils' needs and this helps them to develop their basic skills. Teaching assistants are used effectively during the main parts of lessons, however, they are not often involved in recording assessments of pupils' attainment at the beginnings or ends of lessons.
15. Pupils' levels of understanding are assessed well when they join the school. A significant strength is the good tracking system which records pupils' achievements appropriately in all subjects as they move through the school. Assessment in all subjects is carried out formally throughout the year. Individual pupils' targets are not always specific and are rarely referred to in lessons. At the start of sessions teachers do not always inform pupils what they will be looking for in their marking. Teachers' marking and spoken comments are not being used consistently to inform pupils what they have done well or to tell them how they could improve.
16. The school's assessment procedures for pupils with special educational needs are good and pupils' individual progress is carefully monitored. Targets in pupils' individual education plans are closely matched to their specific needs.

### **The curriculum**

The curriculum, including that for pupils with special educational needs, is good overall. This represents a considerable improvement since the previous inspection. Support for learning outside the school day is very good. Staffing is good. Accommodation and resources are satisfactory.

### **Main strengths and weaknesses**

- In Years 4 to 6 literacy skills are used well in many subjects.
- Pupils' skills in writing are not being developed effectively.
- Very good use of a wide range of visits and visitors enriches pupils' learning.
- Extra-curricular activities are used very effectively to develop specific skills.
- Provision for pupils with special educational needs is good.

### **Commentary**

17. The curriculum offered to pupils across the school is generally broad. A good balance has been achieved in the time spent on all subjects taught in Years 1 to 6. The curriculum prepares pupils satisfactorily for their transfer to secondary school. For example, it enables pupils in Years 4 to 6 to participate in a taster course in basic German taught by a visiting teacher. The provision of homework to support and extend learning is satisfactory. Effective opportunities are often taken to make links with other subjects so that pupils are encouraged to become excited and motivated by learning. A good curriculum is planned for children in the reception year and there is effective emphasis on learning through play.
18. Curriculum development is good overall. The school has worked hard to prepare pupils for life in a multi-cultural society through religious education, art and geography projects. For instance, pupils in Year 6 studied African art and made booklets on Judaism. High emphasis has been placed on older pupils using literacy skills for a variety of purposes. The National Literacy Strategy has been adapted effectively so that pupils have many opportunities to read and write when they learn about other subjects. For example, pupils in Years 4 to 6 write well in geography projects such as 'Life In Nigeria'. Whilst pupils do a great deal of writing, on the whole it is not of a high enough quality and they do not use adventurous vocabulary or paragraphs effectively. The National Numeracy Strategies has been implemented appropriately and numeracy skills are well developed in relation to pupils' abilities.
19. Curriculum enrichment is very good. Pupils enjoy a wide range of visits both locally and further afield, as well as a variety of visitors to the school and many opportunities to learn a wide range of musical instruments taught by visiting specialists. Enrichment through after school activities

is particularly good for pupils and pupils are rightly proud of their achievements. Provision for pupils' personal, social and health education is good. Acts of collective worship contribute well to developing pupils' spiritual, moral and social development.

20. Teachers and support staff are aware of the needs of pupils that require additional help and plan well for meeting these needs. Support staff enable these pupils to be involved in lessons effectively so that they achieve well for their abilities. Careful thought has been given to the best use of teaching assistants and sometimes they withdraw pupils from the beginnings or endings of sessions for extra support or further extension. When these pupils are withdrawn, time is used well to raise their attainment. Staff value pupils' contributions in lessons and this helps build pupils' confidence and self-esteem. The school works well with appropriate external agencies, including specialists, who support pupils with special educational needs. The school makes effective provision for pupils identified as being gifted and talented such as those who are gifted in musical or sporting skills.
21. The school has a good number of teachers and support staff for the number of pupils. This means that class sizes are small. While classrooms are generally spacious and there is a good library, the hall is too small for expressive movements in gymnastics and dance lessons. The outdoor area for the youngest children has rather limited resources and this restricts pupils' opportunities to develop creative and physical skills in the open air.

### **Care, guidance and support**

The pupils' care, welfare, health and safety are good. Support, guidance and monitoring of pupils' progress are satisfactory. Pupils' involvement in collecting and acting on their views is very effective. This maintains the position judged at the last inspection.

### **Main strengths and weaknesses:**

- The school actively seeks pupils' views through a very effective school council.
- Staff work effectively to ensure that pupils with special educational needs are very well cared for.
- The school has very good induction arrangements.
- Some pupil targets for improvement lack clarity.

### **Commentary**

22. Pupils are confident that the school listens to their views and takes them seriously; inspectors agree. Pupils and teachers hold the school council in high regard, and recommendations from the council have brought about several improvements. For example, pupils have chosen additional playground equipment, have made decisions on improvements to the school grounds, and were involved in the process of selecting a new head teacher.
23. The standard of care is above average and members of staff are well aware of their individual pastoral responsibilities. Parents are unanimous in feeling that their children are effectively cared for. Pupils with special educational needs are particularly effectively included in all activities and feel very well cared for. Pupils feel safe at school because they are well known to their teachers and this means that they are happy to share any problems with them. Child protection and health and safety procedures are understood effectively by the relevant members of staff. This enables them to spot emerging problems at an early stage and to act upon them. However, record keeping is not as thorough as it could be and the school should ensure that its fire drills and fire equipment checks are more regularly recorded in a formal way. Clear and concise policies such as behaviour, Internet use and home-school agreements ensure that pupils and their parents are aware of their responsibilities and what the school expects of them. Risk assessments are thorough and their use is well thought out.

24. Sensitive and very well thought out induction arrangements help new children to settle quickly when they join the reception class. For example, governors and reception staff undertake home visits and this helps everyone to get to know each other at an early stage. The arrangements are flexible to allow reception children to increase their attendance gradually and ensure that they are eased gently into school life.
25. Pupils are aware of what is expected of them in lessons and teachers assess pupils' work satisfactorily and advise on how work can be improved rather generally. Some written targets for improvement are insufficiently clear or specific enough to ensure that pupils know how they can improve.

### **Partnership with parents, other schools and the community**

The school's links with parents are good. Links with other schools are very good which is a considerable improvement since the last inspection. As was the case at the previous inspection, links with the local community continue to be very good.

### **Main strengths and weaknesses:**

- Parents and the community provide extensive help to many aspects of school life.
- Parents of pupils with special educational needs have very effective links with the school.
- Procedures to prepare pupils for the transfer to the receiving secondary school are very good.
- The school actively seeks parents' views and acts upon them whenever possible.
- Annual reports to parents do not always contain specific pupils' targets.

### **Commentary**

26. Members of the community and parents are heavily involved in providing support in the delivery of the curriculum. For example, parents assist in the classroom with reading and general help and with a number of the extra-curricular activities and clubs. Village residents and others from the broader community offer assistance to teachers with computing, as first-hand historical narrators and helping the pupils explore the school's place in the community. Links with the local church are very strong and enable pupils to take part in services and musical productions. The pre-school uses the school hall two mornings a week which means that pupils are familiar with the building when they start school.
27. The school has established very effective links with the parents of pupils with special educational needs. The views of both parents and their children are actively sought. Parents are kept well informed about their children's progress.
28. Very good liaison and transfer arrangements with the receiving secondary school ensure a smooth transition when pupils leave the school at the end of Year 6. There are a number of opportunities for pupils and parents to familiarise themselves with their new school; there are several visits and contributing primary schools host sporting and other events that allow pupils to get to know each other before they start at their new school. Once the pupils have had a chance to settle in, the receiving secondary school provides feedback reports on Year 7 pupils. This allows the school to track the pupils' performance and to make changes to the Year 6 curriculum if necessary.
29. The school is keen to maintain parents' involvement in their children's education and works hard to keep parents informed about the day-to-day life of the school. Regular newsletters inform parents about school events and developments. The school conducts an annual and comprehensive survey of parents' views and makes very good use of the information it obtains. Parents appreciate the accessibility of staff and are happy to approach the school to discuss any problems. Annual reports to parents are satisfactory but do not consistently provide specific pupil targets.

## LEADERSHIP AND MANAGEMENT

The leadership and management of the school are satisfactory. The leadership of the headteacher is good. Management is satisfactory. The governance of the school is good.

### Main strengths and weaknesses:

- The headteacher provides good leadership and vision.
- The school over spent its budget last year.
- Some co-ordinators could be monitoring standards more effectively.
- English, mathematics, ICT, art and design, physical education, personal and social health education, Foundation Stage and provision for pupils with special educational needs are all co-ordinated well.
- The governing body is effective in shaping the development of the school.

### Commentary

30. The headteacher is an effective leader. He has ensured that identified priorities are linked to teaching and learning and curriculum leadership which are reflected in staff objectives. This has brought about good improvement since the previous inspection across the school. He has a clear vision for the school which has motivated staff well to bring about improvement.
31. Management has brought about satisfactory improvements in standards since the last inspection. There has been steady improvement in standards and the school is continuing to pursue effective strategies to maintain this upward trend. However, the impact of their efforts is not visible in Years 2 and 6 test results. This is because of the small numbers in each year group, high numbers of pupils with special education needs in each year group and a significant number of pupils who join the school late who often have significant special educational needs.
32. Overall since the previous inspection the school has made good improvements. It has devised and implemented effective systems for monitoring and evaluating its performance and for tracking pupils' progress across the school. This has led to a good understanding of the school's strengths and weaknesses by all. There has been significant improvement in monitoring of English and mathematics through looking at teachers' planning and studying pupils' work, although co-ordinators do not often monitor teaching in their subject. Many subject leaders show secure knowledge of their subject areas through well designed action plans which identify priorities to ensure change. Leadership and management of English, mathematics, ICT, geography, history, physical education and personal, social and health education are now good. Leadership of the interim science manager has recently been good but is satisfactory overall. Art and design, religious education and music are all satisfactorily led and managed. Most co-ordinators could do more to monitor and evaluate how high standards are in each year group in all subjects except in reading, writing and mathematics. Continuing professional development and induction of new staff have high status and this is well regarded by all staff. As a result, the staff work well together, value each other's strengths and liaise effectively.
33. The school is very inclusive. More able pupils are challenged well in most lessons through teachers' questioning and use of their literacy skills. Pupils with special educational needs are very effectively included in most aspects of school life. Leadership and management of pupils with special educational needs are good overall. The co-ordinator and assistant co-ordinator have received appropriate training and shows good understanding of the needs of pupils who are in need of additional support in their learning. The governing body is kept fully informed through regular liaison with the headteacher, assistant special educational needs co-ordinator and special educational needs co-ordinator.

34. Leadership and management of the Foundation Stage are good. The manager has a very good understanding of how young children learn and has planned the curriculum well to support their development in all areas.
35. The governing body operates efficiently through its system of committees and as a result governance of the school is good. Governors work closely with the headteacher and are well informed and knowledgeable about the school's performance. As a result they are able to identify confidently how the school has improved since the last inspection as well as areas requiring development. Governors have started to develop effective links with subject leaders so that they work with staff to monitor and evaluate all aspects of the school.

**Financial information for the year September 2002 to March 2003**

Income and expenditure (£)	
Total income	231574
Total expenditure	237079
Expenditure per pupil	4838

Balances (£)	
Balance from previous year	10664
Balance carried forward to the next	-5505

36. Finances are well managed and the governing body ensures that financial resources, including specific grants and additional funding, are used effectively. Last year the governors decided to over spend its budget to maintain three classes in the school. This year the over spend has nearly been paid off because the school attracted more pupils last year than was originally expected. The governors were fully involved in making this important decision not to go to two large classes, but to provide three small classes where a good quality of education could be maintained. Therefore, money was used effectively to provide pupils with a good education. The school implements the principles of best value satisfactorily through its use of data, its methods of consulting those connected to the school and its targeted use of the budget. **This is an effective school because it offers the following:**

- A good quality of education.
- Effective provision for pupils' spiritual, moral, social and cultural development.
- Good changes since the last inspection.

Set against:

- Standards which are below average but are directly linked to the high proportion of pupils with special educational needs.
- Satisfactory leadership and management.
- Pupils from an average socio-economic background.

Although expenditure is well above the national average this is not unusual in a small school and the school provides satisfactory value for money.

## **PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS**

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

Provision in all areas of learning for children who are in their first year of schooling is **good**. Overall, children enter the school with well below average levels of knowledge and understanding for their age in some significant areas of learning. Their levels of speaking and listening skills and writing skills are significantly less than is usual for their age. Children are carefully assessed when they start school and the teacher and the teaching assistants regularly note their achievements. Good record sheets track children's progress throughout their first year of schooling. Children achieve well in many areas of learning. By the time they leave the reception class standards are below national expectations because their speaking and listening skills and writing skills still remain weak. Since the last inspection there have been good improvements in the provision for children in their first year of school. The curriculum has been enhanced by developing a more imaginative use of resources which means that children have more extensive opportunities to explore areas of learning through play.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

Provision in personal, social and emotional development is **good**.

#### **Main strengths and weaknesses**

- Teachers have very high expectations of children to behave well and mix with all age groups within the school.
- Teachers quickly establish very supportive relationships with children.

#### **Commentary**

37. Children's standards of personal, social and emotional development are above national expectations. Teaching and children's achievement in this area are good. The children speak fairly confidently to adults and other children. In the playground, children mix well with all pupils from Years 1 to 6. Teachers work very effectively to develop positive relationships with children so that they are confident to discuss their learning and any problems they have. Teachers' high expectations of pupils and effective organisation means that children learn how to control their emotions. The majority of children show a good level of interest in their learning. For instance, children are keen to talk about objects they have brought in to show the class. Children settle quickly to their tasks and concentrate well for short periods of time. Most children behave well because of the teacher's very high standards of discipline and very good management skills.

### **LANGUAGE, LITERACY AND COMMUNICATION DEVELOPMENT**

Provision in language, literacy and communication is **good**.

#### **Main strengths and weaknesses**

- Basic skills of reading are taught effectively when pupils read together in groups.
- The teaching assistant supports children well.
- Specific comments from teachers do not often tell children how they could improve their work.
- Teachers do not remind children about ways in which they could practise their writing in play areas and other activities.

## Commentary

38. Standards in language, literacy and communication are below expectations. This is due to the fact that pupils' writing skills and speaking and listening skills are below average. Children achieve well in acquiring these skills because of good teaching. The teacher plans a wide range of opportunities for children to talk to adults and to each other. She takes every opportunity to discuss moral issues such as being fair and sharing things. Very effective methods are used when the teacher discusses words in sentences. This means that children learn to recognise important words that make sentences into questions. The teacher captures children's interest with 'Big Books' so that they learn to listen and concentrate well on learning to read. Basic skills are taught well as children learn to recognise the letters and sounds of the alphabet. The teacher sets satisfactory expectations of children as they learn to write. However, she does not often remind children about ways that they could improve their writing or use many opportunities for writing when children choose their own activities.

## MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

### Main strengths and weaknesses

- Practical methods are used effectively to develop children's understanding.
- The teaching assistants are used very well to assess pupils' attainment.

## Commentary

39. Standards of mathematical development are in line with expectations. Children achieve effectively in mathematics because of good teaching. The teacher plans plenty of practical activities to promote children's mathematical development. For instance, children learn to count in fives when they play games with skittles. Every opportunity is taken by the teacher and the teaching assistant to reinforce children's counting skills and to check their mathematical understanding through well-directed questions and assessment activities. The teacher uses effective methods when she uses challenging questioning. For example, when she asks, "*Which is the longest vehicle?*" This means that pupils learn how to compare length effectively. The teaching assistant is used very well to teach and assess children when they play number games.

## KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **good**.

### Main strengths and weaknesses

- Very effective use of resources brings learning to life.
- Bible stories are used well to develop pupils' moral, social and spiritual development.

## Commentary

40. Standards are in line with national expectations in this area of learning because of effective teaching. Overall children achieve well. Children learn about the properties of materials such as sand and paint by handling and working with them regularly. Children investigate which types of sound travel furthest because of effective use of practical experimentation. Teacher's high expectations mean that children learn to predict how far sound will travel before they carry out investigations. Basic skills are well taught when children learn about the different sounds objects make. Good teacher's planning means that children's moral and social development is good. For instance, when children learn about Jesus' life because of the effective use of the

Bible and the teacher's questioning. Good spiritual provision means that children learn to discuss how special Jesus was and how he is a friend to everyone in the world. Satisfactory teacher expertise means that children learn to use the computer effectively and quickly develop their understanding of how to word process and type in numbers.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **good**.

### **Main strengths and weaknesses**

- Resources are used well to develop children's body control.
- There is no climbing apparatus in the outside play area.

### **Commentary**

41. Most children develop physical body control well and attain what is expected for their age due to good teaching. Children achieve effectively and make good progress in their learning. Children enjoy regular opportunities to be active in physical education lessons in the school hall. Resources are used effectively when children learn to throw and catch large colourful balls. The teacher's good knowledge and understanding means that children learn to control their movements. This was seen when children learn to throw a beanbag at a target accurately. Children have satisfactory opportunities for outdoor play in their own safe area. However, the range of play equipment is rather limited for the outside play area.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **good**.

### **Main strengths and weaknesses**

- A good range of activities is planned which enables children to develop their creative skills when they learn to dance to music and paint lilies.

### **Commentary**

42. Children's creative development is in line with national expectations. The majority of children are in line to reach nationally expected levels for six year olds as a result of good teaching. Overall children achieve well. Children confidently paint and draw due to the teacher's good organisation skills. Effective use of the teacher's knowledge and understanding ensures that children learn to use their observation skills when they paint beautiful lilies. Good methods are used when pupils are allowed to experiment with musical instruments. Effective use of open-ended questioning means that children learn to dance to music well. Inside the classroom, the teacher ensures that a good range of activities is planned to develop children's creative development, but outside areas offer rather limited opportunities for children to play creatively.

## SUBJECTS IN KEY STAGE 1 AND 2

### ENGLISH

Provision in English is **satisfactory** overall. This is a significant improvement since the last inspection.

#### Main strengths and weaknesses

- The school has worked effectively to improve pupils' achievement in speaking and listening.
- Standards in reading and writing are below average across the school.
- Standards in Year 2 are below average in speaking and listening.
- Literacy skills are used effectively in all subjects.
- Pupils with special educational needs achieve well in relation to their abilities.
- Teaching and learning are effective.
- Pupils are not sufficiently aware of what they have to do to improve.

#### Commentary

43. The school has worked hard to improve pupils' attainment in reading and writing across the school but standards are still below average because half the pupils in Years 2 and 6 have special educational needs. Most pupils achieve well in relation to their abilities. Standards in speaking and listening skills are average in Year 6 and below average in Year 2. The school has found it difficult to raise standards significantly due to some year groups having a large proportion of pupils with special educational needs, as well as some pupils joining the school late. To address this teachers have been using pupils' literacy skills successfully in many subjects to enhance pupils' skills and attitudes to reading and writing.
44. Pupils with special educational needs are well supported so that they achieve in line with their abilities. The first part of the day is often used effectively to withdraw pupils for extra literacy teaching. Teaching assistants are particularly good at developing reading and writing skills in and out of the classroom. The school has given a considerable amount of thought on how to best use teaching assistants and pupils' time. This means that they make good progress in learning to use literacy skills. More able pupils are also withdrawn occasionally for effective extra extension work.
45. A significant strength of teaching is in the use of group discussions and 'chat partners'. The teaching of speaking and listening is good and pupils achieve well. Teachers value pupils' contributions highly and allow plenty of time for less confident speakers to gather their thoughts and express their ideas. This contributes strongly to the increasingly confident attitude many pupils have towards using language as a means of expressing their ideas and feelings. Pupils enjoy learning, behave well in lessons and have positive attitudes to their learning.
46. Teaching and learning are good overall. Planning and teaching styles are well focused so that planned activities are appropriately matched to meet individual needs. There is appropriate emphasis on the teaching of letter sounds in Years 1 and 2 so that pupils develop a secure knowledge of their use in reading and spelling. The teaching of reading is good. More able pupils make good use of expression and tone to bring meaning to their reading because of teachers' high expectations. Less able pupils read appropriate texts satisfactorily. They make some use of strategies to sound out unknown words, especially in Years 1 and 2. Reading is taught effectively in groups, individually and with the whole class. Reading resources are good and books are used well throughout the school so that most pupils like reading. Satisfactory use of homework supports pupils' development in reading and spelling appropriately.
47. Teachers do not always explain what their expectations are of pupils specifically at the start of lessons. For instance, older pupils are not told how many paragraphs or words they are

expected to write and younger pupils are often given small pieces of paper to write on. Teachers do not sufficiently emphasise the need to use adjectives and connecting words in pupils' writing. Teachers' marking and oral feedback do not inform pupils what they have achieved well in or say how they could improve their writing. Pupils are not given information about how to attain higher levels of the National Curriculum. Handwriting is taught satisfactorily so that most pupils' work shows a flowing and joined style in many subjects.

48. Good leadership means that literacy is used well in other subjects. Effective improvements mean that teaching is now effective in developing pupils' reading and speaking and listening skills especially in Years 4 to 6. Pupils' progress is now tracked and monitored satisfactorily in speaking and listening and in reading and writing. However, overall the management has only brought about satisfactory progress since the last inspection as standards have not significantly improved.

### **Language and literacy across the curriculum**

49. There is good use of English in other subjects such as art, design and technology, history, science and geography which is helping to develop pupils' basic literacy skills. For example, art projects allow pupils in Years 4 to 6 to write evaluations of their own and others' work. Furthermore, pupils in Years 4 to 6 write detailed accounts of what it would be like to go to a Victorian school. ICT is being used well for word processing and for research purposes.

## **MATHEMATICS**

Provision in maths is **good** which maintains the position at the time of the previous inspection.

### **Main strengths and weaknesses**

- Leadership and management of mathematics are good and the subject leader and staff are working very hard to bring about improvement.
- Standards in maths are still not sufficiently high across the school and remain below average at the ages of seven and eleven.
- Teaching and learning are good in Years 1, 2 and 3.
- The curriculum, including development of pupils' basic numeracy skills in other subjects, is good.
- Assessment and pupil tracking systems are now in place but are not yet impacting on attainment.
- Pupils behave well and demonstrate very positive attitudes to their learning.

### **Commentary**

50. In 2003 all the pupils in Year 2 reached the expected standard and just under half attained the higher levels. In the current Year 2 standards are below average although pupils are achieving well in line with their prior attainment. In 2003 standards were well below average overall, although just over half of the pupils in Year 6 reached the expected standard and under one quarter attained the higher levels. Standards in the current Year 6 are below average but they are achieving well in line with their prior attainment.
51. Although standards across the school are below average this does not reflect the significant effort the school is making to bring about improvement. The subject leader has a good understanding of strengths and weaknesses and is fully aware that standards are not high enough. Areas of weakness have been correctly identified and a range of strategies put in place to bring about change. Targets and assessment procedures are in place but these are not yet having the necessary impact on raising attainment so that it is reflected in the end of year test results. The school has found it difficult to raise standards significantly due to the very high numbers of pupils with special educational needs in many year groups. This is

having a definite impact on attainment overall. Nevertheless, there is very clear evidence of improvement over time because of the current good teaching pupils receive, especially in Years 1, 2 and 3. Pupils with special educational needs make similar progress to other pupils and achieve well in line with their abilities. This is because of the well planned activities and good support they receive from teaching assistants.

52. Teaching is good overall which is helping pupils to achieve well. Lessons follow strategies from the National Numeracy Strategy and all lessons begin with mental and oral mathematics. Teachers use this session well to share the lesson objectives with pupils and assess how well they are performing at the end of the session. This enables teachers to plan tasks for the next lesson accurately. In lessons seen there are still significant issues with pupils' recall of basic number facts using the four rules and knowledge of multiplication tables across the school which reflects their below average attainment. In the main part of the lesson, teachers do not always make clear to pupils how much work they expect will be completed in a certain time and some pupils do not always produce as much work as they could. The school is aware of this issue and is already discussing a whole school approach to bring about change. Work is well presented across the school which helps pupils' accuracy in mathematics. Whilst all work is marked, marking remains an area for development because it does not sufficiently explain to pupils what they have done well or tell them how to improve. Similarly, although all pupils now have targets in their books no reference to these is made in lessons. When asked, pupils do not always know what their targets are and so they do not know specifically what they have to do to improve.
53. Pupils behave well and have suitable attitudes to learning. They respond well to the curriculum which is stimulating and generally well enriched through links with other subjects. This is helping to develop basic numeracy skills and contributing to raising pupils' achievement, especially more able pupils.
54. Leadership and management are good and have brought about satisfactory improvement, since the previous inspection in spite of the lack of evidence in end of year test results. Pupils' attainment is more effectively monitored. Teachers plan well for different year groups and abilities. Furthermore, collaborative and paired working is used in almost all lessons so that there has been a significant improvement in speaking and listening skills. Opportunities for talking to 'chat partners' have developed pupils' confidence in speaking very well so that more able pupils are now using language effectively to respond or explain their mathematical thinking. Opportunities for using and applying mathematics are less well developed.

### **Mathematics across the curriculum**

55. There is effective use of mathematics in other subjects such as art and design, design and technology, history, science and geography. It is done, for example, through graphs, tables and timelines which are helping to develop pupils' basic numeracy skills. ICT is used well to produce graphs and record results.

## **SCIENCE**

Provision in science is **good** overall which maintains the position at the time of the previous inspection.

### **Main strengths and weaknesses**

- Pupils achieve well across the school in line with their abilities and in Year 6 standards are average.
- Standards remain below average in Year 2.
- Teaching and learning are good.
- The leadership of the interim subject leader has been effective.

## Commentary

56. Test results have been well below average for the last three years. This reflects the significantly high numbers of pupils with special educational needs that attend the school. Only one science lesson was observed during the inspection so judgements on standards and provision are based on the analysis of work, curriculum planning and discussions with the interim subject leader and pupils. Standards in the current Year 6 are average because of the effective way the subject is taught through practical activities and good use of literacy skills.
57. A study of pupils' work and performance in the lessons observed shows that pupils are achieving well in line with their abilities and prior attainment. This is because of the practical way the subject is taught. Inspection evidence indicates that the quality of teaching and learning is good overall. Older pupils make good use of the many opportunities to develop their literacy skills which is helping them to improve their writing and recording skills. In all classes, teachers plan well to develop other basic literacy skills through writing instructions, making predictions and labelling diagrams. There is also good evidence of pupils using the design and make process, as well as lots of opportunities for problem solving, carrying out investigations and drawing conclusions from their experiments. In the lesson observed and in the analysis of work, teachers place strong emphasis on teaching pupils how to carry out a fair test. Older pupils show that they have a secure understanding of the need to investigate and how to make an investigation fair. They can explain how they make predictions, know the term 'hypothesise' and how to draw conclusions from what they have found out. Discussion with younger pupils shows they have secure understanding of investigations, predictions and recording of results. The over use of published worksheets in younger pupils' books is not helping them to develop their writing skills or their scientific knowledge sufficiently. Work is well presented and marking is positive but it does not tell pupils what they have to do to improve.
58. Overall leadership and management are satisfactory. There has been satisfactory improvement since the previous inspection. Recent leadership of the interim subject leader has been effective. She has introduced some innovative ideas which have brought about great interest in science and contributed to raising its status across the school. For instance, pupils and parents thoroughly enjoyed the recent science week which was a great success. Pupils undertook projects on water, sound and light which involved the whole school and built effectively on their prior learning. The science quiz involved parents in their children's learning and was very well supported. The many (thirty) delightful science poems based on 'Science in a Rhyme' motivated pupils very effectively and made very good links with their learning in literacy. A science club has been introduced this term which makes a very strong contribution to extending the science curriculum for the more able pupils who attend. There is also good emphasis on reinforcing scientific concepts already covered in lessons so that pupils with special educational needs are able to join in and extend their learning. As with the teaching of science, the emphasis in the club is on providing a lot of practical experience through investigative work which helps pupils of all abilities achieve well.

## INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **good**. This maintains the level of provision judged at the last inspection.

### Main strengths and weaknesses

- In Years 4 to 6 pupils' knowledge of how to use desktop publishing is above average.
- Teaching and learning are good.
- ICT supports learning in other subjects well.
- Pupils are not told how they could improve the level of the work.

## Commentary

59. Standards by Years 2 and 6 are in line with expectations. A significant strength of pupils in Years 4 to 6 is in their knowledge of how to use desktop publishing. Nearly all Year 6 pupils use computers to create good quality products. For instance, they can add text and image effectively, as well as change the size and colour of lettering. Pupils in Years 1 to 6 use word processing satisfactorily. For example, one Year 6 pupil word processed a football match report effectively. Most pupils in Year 2 draw effective pictures of themselves using a mouse and word process their ideas describing themselves and their friends.
60. Teaching and learning are good. Most pupils make effective gains in their learning and achieve well between Years 1 and 6. In the two lessons seen, there were some significant strengths. For example, good teacher knowledge and understanding means that pupils in Years 4 and 6 learn how to create simple programs to make a computer turtle move so that it draws regular shapes and patterns. Effective teaching of basic skills allows pupils in Years 2 to 6 to learn how to create bar and line graphs using a computer. Teachers' high expectations mean that pupils learn how to make decision trees on the computers which will enable people to identify different types of musical instruments. Insistence on high standards ensures that pupils behave well when using computers. The encouragement from teachers ensures that pupils are confident to attempt any task using ICT. Teachers do not often tell pupils what they have done well or say how they could improve their work and attain higher levels of the National Curriculum.
61. Leadership and management are good. Effective management has brought about considerable improvements in resources and in teachers' knowledge and understanding. Throughout the year, assessments are recorded on formal record sheets which enable the co-ordinator to monitor pupils' progress.

## Information and communication technology across the curriculum

62. The development of pupils' ICT skills is often linked well to other subjects. For example, pupils in Years 1 and 2 learn computer and literacy skills at the same time when they select words using a mouse and make a sentence. Pupils in Year 3 learn satisfactorily how to input data and produce a table before they create a graph. This was in connection with their geography project where pupils research where other class members go on holiday. In Years 2 and 3 good links with music mean that pupils learn how to create questions which will distinguish one musical instrument from another. Pupils in Years 4 to 6 learn to record instructions effectively when they draw shapes such as hexagons and octagons on a computer screen.

## HUMANITIES

### Geography

Provision in geography is **good**.

### Main strengths and weaknesses

- Literacy skills are used effectively.
- Resources are used imaginatively.

## Commentary

63. Standards in Years 2 and 6 meet expectations because of the practical way that geography is taught. Teaching and learning are good and mean that pupils achieve well. Pupils in Year 2 are taught basic skills well when they learn to recognise symbols and features on an island map. Literacy skills are well developed when pupils learn to read labels in a book and retell a story about the Isle of Struay. The teacher's good knowledge and understanding mean that

pupils in Year 2 learn to use a key and draw a map effectively. Resources are used well when pupils in Years 4 to 6 learn to take notes and find out about water and recycling it. Effective methods are used when the teacher clearly displays the learning objectives on a board so that pupils can refer to these throughout the lesson. Effective teacher expertise means that pupils are asked to find the answer to four main questions. This enables pupils in Years 4 to 6 to learn how to identify key points from information. Literacy skills are used well when Year 6 pupils learn to write about the differences between villages and towns effectively. The leadership and management of geography are good and have been responsible for effective improvements since the last inspection.

## History

Provision in history is **good**.

### Main strengths and weaknesses

- Resources including visits and visitors are used effectively.
- Open-ended questioning is used well by teachers.

### Commentary

64. Pupils are enthusiastic about their learning in history. Standards in Years 2 and 6 meet expectations because of the effective way resources have been used to make learning memorable. Pupils achieve well because of effective teaching. In all age groups they show good historical knowledge and know how to use questions and research to find out about the past. The history curriculum is well developed and enriched effectively through many visits and visitors to the school. Resources are used very effectively when pupils in Years 4 to 6 learn about everyday peoples' lives during World War II by studying old photographs. Literacy skills are used effectively when pupils in Years 4 to 6 learn to record their observations of how having no road signs would affect people in World War II. Very effective methods are used when pupils in Years 2 and 3 learn about air raid shelters by making a model of one. The teacher's open-ended questioning means that pupils' spiritual awareness is enhanced when the teacher asks, *"How would the people feel about their Anderson Shelter's arrival?"* The subject contributes well to developing pupils' cultural awareness by making good use of both local and more distant environments to enhance pupils' learning in history. There are some effective links with other subjects such as art and design and ICT. ICT is used well to assist pupils' research skills, while the use made of word processing for their writing and artwork reflects well their understanding of how people and things looked in the past. Leadership and management are good and has been responsible for significant improvement since the last inspection.

## Religious education

Provision in religious education is **satisfactory**.

### Main strengths and weaknesses

- The quality of teaching and learning is good in Years 1 and between 4 and 6.
- Pupils in Year 6 have an above average level of knowledge of Muslim peoples' customs.
- Standards in Year 2 are below average.

## Commentary

65. Religious education has a high status across the school especially in Years 4 to 6. This is a significant improvement since the previous inspection. Standards in Year 6 meet local expectations but in Year 2 they are below expectations. Leadership and management are satisfactory and have brought about satisfactory improvement since the last inspection.
66. All pupils show great enthusiasm for their learning in religious education. Pupils in Years 4 to 6 achieve well. Older pupils recall facts about Christianity, Islam and Judaism and other faith festivals well and recount the main points from Bible stories they have learned about. Pupils in Year 6 know a great deal about the inside of a Mosque and explain in detail how prayer is used and carried out during the day by Muslims. An analysis of their work shows that the curriculum is very well developed. Visits and visitors enrich the curriculum which brings learning alive and helps pupils of all abilities to recall what they have learned. Pupils are achieving well as a result of the curriculum and the practical way it is taught. Teachers plan many opportunities for independent and extended writing, labelling diagrams and maps and writing instructions, all of which is making a strong contribution to developing their basic literacy skills. Pupils are producing a lot of work and presentation is good, demonstrating high expectations from the teacher. Marking needs to be more specific and does not explain to pupils how to improve.
67. Standards in Year 1 meet expectations. Pupils are making good progress in their understanding of faith and friendship through well planned lessons, which are linked very effectively to their learning in personal, social and health lessons where they are considering friendship and what this means to them. Teaching in this lesson made very good links with literacy and brought learning alive for pupils through the story of 'The Little Beaver and the Echo'. This helped pupils to focus on questions about how Jesus was a friend to many people and what he did to develop and maintain friendship. Assessment showed some good recall of what they have learnt so far about the story of Zacchaeus.
68. Teaching is satisfactory in Years 2 and 3. Whilst coverage of the curriculum is satisfactory overall, an analysis of work shows that, apart from one piece of work, all recording uses published worksheets with strong emphasis on colouring in pictures. There are few opportunities for pupils to record their own ideas. Teaching has not been effective in making learning memorable and discussion with pupils shows rather limited recall of any learning.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

69. Only one lesson was seen in music. No lessons were seen design and technology. It was not possible to judge provision or the quality of teaching in either subject.
70. In **design and technology**, pupils experience a satisfactory range of materials and techniques. Pupils in Year 6 talk about the enjoyment they have had from making puppets, fruit salad, marble runs and vehicles. Standards are in line with expectations in Years 2 and 6 and pupils achieve satisfactorily. Most pupils in Years 4 to 6 draw labelled diagrams of their model cam toys satisfactorily. They use their literacy skills well to write satisfactory evaluations of their work recording strengths, problems they had and ways they could improve their final product. Basic skills are taught effectively when pupils in Years 2 and 3 learn to draw vehicle designs with good use of labels as well as writing materials lists. The teacher's high expectations of pupils in Years 2 and 3 mean that they learn to evaluate their work in detail using their literacy skills well. Good use of resources ensures that pupils in Years 2 and 3 make model vehicles adding axles and wheels effectively. Leadership and management in the subject are satisfactory and have brought about satisfactory improvement since the last inspection.

71. There is insufficient evidence to report fully on **music**. Only one lesson was observed in Years 2 and 3 which showed that teaching and learning were good. Pupils across the school clearly thoroughly enjoy their music and the subject has a high status throughout the school. Extra-curricular opportunities are very good and support the curriculum very well. Pupils are able to learn a wide range of instruments including strings, brass and wind instruments. They play well during their specialist instrumental lessons taught by visiting specialists. The curriculum is well established and as a result teachers have confidence in teaching music. They sing tunefully in school assemblies and show good musical knowledge. In the one lesson seen ICT was used well so that pupils in Years 2 and 3 learn how to word process their questions about musical instruments. Literacy skills are used effectively when pupils learn how to use books to create questions which will identify musical instruments. Good teacher knowledge and understanding means that pupils learn to sing in a variety of styles. Music from our own and other cultures is played in assembly but is rarely discussed with pupils. Whilst there is no music specialist on the staff the headteacher is currently managing the subject satisfactorily.
72. Good **art and design** displays around the school and work in pupils' sketchbooks indicate that teachers plan a satisfactory variety of activities. However, standards in art and design are below expectations and this indicates that provision is less than satisfactory. This is partly because there are a high proportion of pupils with special educational needs in Years 2 and 6, but sketching and painting are not taught effectively. Good links with other subjects mean that pupils use knowledge from other subjects effectively when they draw. Standards meet expectations in Year 1 where pupils paint delicate, well thought out pictures of lilies. However, paintings of World War II posters use paint rather unevenly in Years 4 to 6. Basic skills are not developed effectively when pupils from Years 2 to 6 learn to sketch and add shading to give depth and form to pictures. In the one lesson seen teaching was satisfactory. Pupils in Years 4 to 6 learn to paint people in interesting positions but the pictures show rather basic understanding of how to draw movements. Literacy skills are used well when pupils in Years 4 to 6 evaluate their own and each other's art work. Famous artists are used satisfactorily when pupils in Years 4 to 6 learn to write evaluations of paintings such as M. Chagall's 'Paris through the Window'. Teachers do not clearly show pupils what is expected of them. They do not specifically explain to pupils what they have done well in and say how they could improve. Leadership and management in the subject are satisfactory. The school has understandably had to concentrate on raising standards in English, mathematics and science. There has been satisfactory improvement since the last inspection.

## **Physical education**

Provision in physical education is **good**.

### **Main strengths and weaknesses**

- Teaching in Years 4 to 6 is very good.
- Teachers' feedback to pupils helps them to improve their skills effectively.

### **Commentary**

73. Standards in physical education in Year 6 are average with some pupils showing evidence of above average ability in gymnastics. Most pupils can swim twenty-five metres by the time they are in Year 6 with several swimming much further. Standards in Year 2 are only just in line with expectations. Pupils thoroughly enjoy their physical education lessons and achieve well in line with their prior learning.
74. Teaching in Years 4, 5 and 6 is very challenging and so pupils achieve very well in lessons. They are pressed to consider how a sequence can be improved and effective use is made of pupil self-evaluation so that they observe and analyse each other's movements, evaluate performance and make suggestions on how improvements can be made. Teaching provides effective feedback on their performance so that they know what they have done well and how

they can improve. Movements are well modelled so that pupils are clear about expectations. The very wide range of ability in the class is an issue for effective teaching. A range of closed and open ended questions is used well to encourage pupils to think for themselves and use of 'chat partners' helps pupils plan how to solve problems so that they discuss and rehearse their ideas prior to performing them. Very good attention is paid to safety in their movement which is particularly important in the school hall which is small for a class of fifteen older pupils.

75. Teaching and pupils' achievement in Years 1 and 2 are good. Activities are well chosen to stimulate and challenge pupils so that they build effectively on their prior learning. Pupils show good understanding of a range of movements in games. Most pupils can run and jump well but hopping and skipping are difficult for lower attaining pupils. More agile pupils show good mobility in dodging and catching. Participation in team games provides good opportunities for pupils to work together as a team against others which develops their social skills well.
76. Leadership and management are good. The curriculum is exceptionally well enhanced by the very wide range of sporting activities provided out of school hours, including competitive matches against other schools. Pupils also enjoy cricket coaching and golf lessons during the summer months. There has been good improvement since the previous inspection. The curriculum is now broad and pupils now have access to all elements of physical education.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION**

Provision in pupils' personal, social and health education is **good**.

### **Main strengths and weaknesses**

- Teaching is effective in developing positive relationships between pupils and with staff.

### **Commentary**

77. Standards are above expectations because teachers use sessions effectively. Weekly lessons are well established and mean that pupils achieve well. Open-ended questioning is used effectively. For instance, a teacher in Year 1 asked, "*What could you do to help others?*" This ensures that pupils learn to solve their own problems. Pupils in Year 4 can explain that sometimes people feel proud and happy but on other occasions they can be sad. Teachers have very high expectations of pupils when they ask them to debate local issues. Sex education and drugs awareness are covered appropriately for pupils in Years 1 to 6. A good programme of study ensures that pupils learn others' values. As a result, pupils throughout the school understand what it is to be a good citizen. Leadership and management in the subject are good.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	4
<b>Overall standards achieved</b>	<b>5</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	3
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
<b>The leadership and management of the school</b>	<b>4</b>
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	4

*Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).*